

# ***FORMATIVE ASSESSMENT***

## **Assessment for Learning**

## **Informative Assessment**

## **Transformative Assessment**

What Are We Really Talking About  
And Why?

### **Vermont Formative Assessment Project 2006 - 2008**

#### 2006 – 2007

- ❑ Catamount El. (K-6)
- ❑ Grafton El. (K-6)
- ❑ Morristown El. (K-5)
- ❑ Mt. Anthony MS (7-8)
- ❑ Mt. Anthony HS (9-12)
- ❑ Northwest/PPLC (K-2)
- ❑ St. Johnsbury Sch. (PK-8)
- ❑ Vergennes El. (K-6)
- ❑ Vergennes HS (7-12)

#### Summer 2007

- ❑ 21 new schools added plus 4 original schools added teams
- ❑ Approximately 200 teachers trained

#### Summer 2008

- ❑ 13 new schools added plus 14 schools added teams
- ❑ Over 200 teachers trained

**“Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.”**

CCSSO, Definition of formative assessment, 2008

**“Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.”**

*Transformative Assessment,*  
W. James Popham, ASCD, 2008, p.6

# **A RESEARCH-BASED PROGRAM FOUNDED ON ONE BIG IDEA**

**Students and teachers  
Using evidence of learning  
To adapt teaching and learning  
To meet immediate learning needs  
Minute-to-minute and day-by-day**

Keeping Learning on Track™

## **FORMATIVE ASSESSMENT: WHAT IT IS**

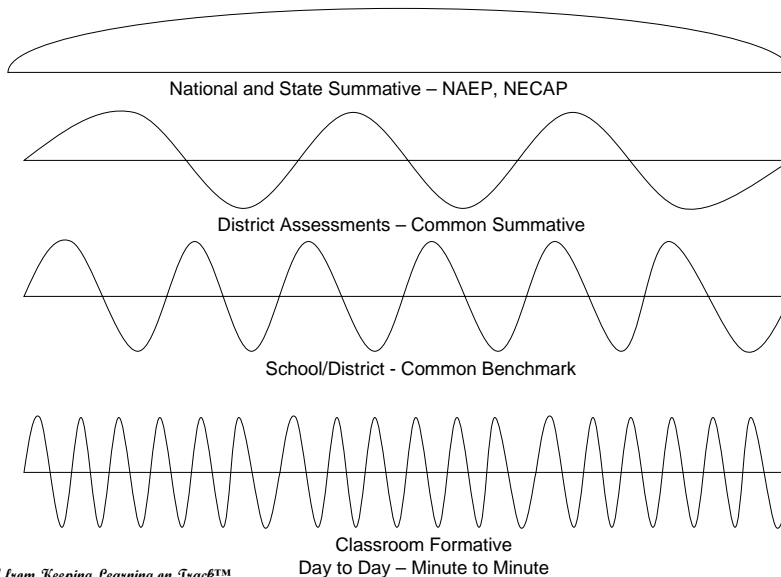
- A Planned Process
- Ongoing
- Assessment-Elicited Evidence
- Teachers' Instructional Adjustments
- Students' Learning Tactics Adjustments

## FORMATIVE ASSESSMENT: WHAT IT ISN'T

- Unplanned
- A One Time Test
- An Interim Test (Benchmark, Periodic, etc.)
- Instructional Adjustments Based on a Feeling or Student Cues
- A Quick “Magic Bullet”

### SCHOOL YEAR ASSESSMENTS

Assessment Cycle



## **FORMATIVE ASSESSMENT: WHAT IT DOES FOR STUDENTS**

- Fosters Motivation
- Promotes Understanding of Goals and Criteria
- Helps Learners Know How to Improve
- Develops the Capacity for Self-Assessment
- Recognizes All Educational Achievement
- Focuses on How Students Learn

## **Why It Works**

- A firm research basis
- A theoretical framework
- Practical strategies and techniques for implementation
- A process for planning changes to current practice
- On-going support for the change process through embedded professional development

## **Black and Wiliam Meta-Analysis**

- Over 160 research journals and books
- Yielded about 681 articles or chapters
- Research review based on 250 of these sources

“There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. We know of no other way of raising standards for which such a strong *prima facie* case can be made.” (*Inside the Black Box*, 1998)

## **Effect Size**

- “The mean effect sizes for most of these studies were between 0.4 and 0.7: such effect sizes are among the largest ever reported for sustained educational interventions.”

*Assessment for Learning*, 2003.

## The Good News

- “An effect size of 0.4 would mean that the average pupil involved in an innovation would record the same achievement as a pupil in the top 35% of those not so involved.”
- “An effect size of 0.7 in the recent international comparative studies in mathematics would have raised the score of a nation in the middle of the pack of 41 countries to one of the top five.”

*Inside the Black Box, 1998*

## *Keeping Learning on Track™*

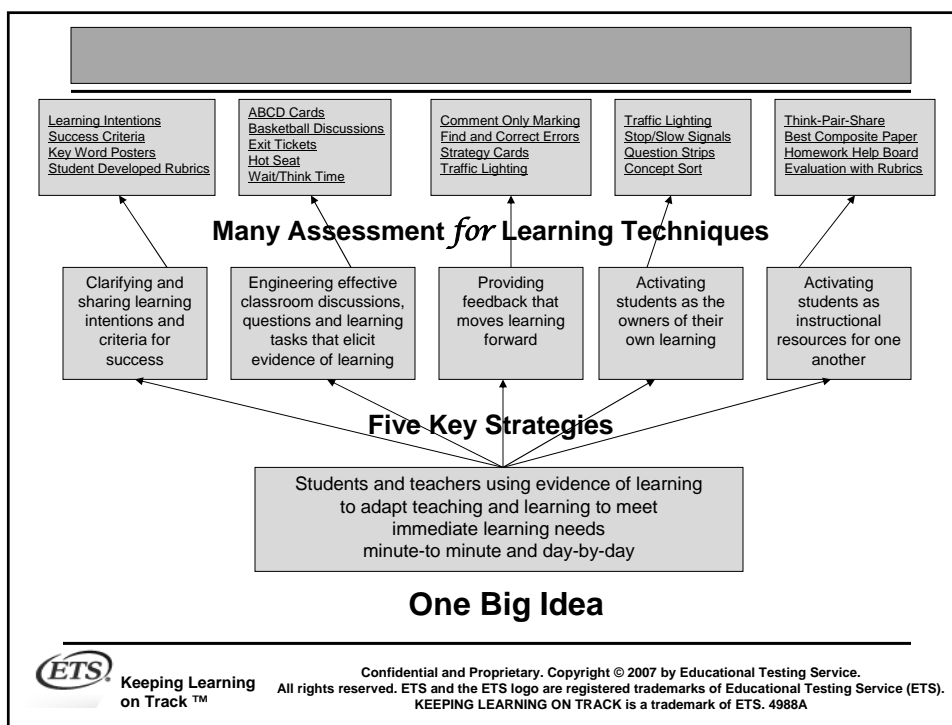
### What is it?

- The *Keeping Learning on Track™* program is a sustained, interactive professional development program that supports teachers to adopt minute-to-minute and day-to-day assessment for learning strategies that have been shown by research to powerfully increase student learning.

## FEATURING 5 KEY STRATEGIES

- Clarifying and sharing learning intentions and criteria for success.
- Engineering effective classroom discussions and learning tasks that elicit evidence of learning.
- Provide feedback that moves learning forward.
- Activating students as owners of their own learning.
- Activating students as instructional resources for one another.

Keeping Learning on Track™





## Connections

- Where is the learner going?
- Where is the learner right now?
- How does the learner close the gap?

|         | Where is the learner going?  | Where is the learner right now?  | How does the learner close the gap?            |
|---------|--|--|--|
| Teacher | Understanding and sharing learning intentions and criteria for success | Engineering effective classroom discussions and tasks that elicit evidence of learning | Providing feedback that moves learners forward |
| Peer    | Understanding and sharing learning intentions and criteria for success | Activating students as instructional resources for one another                         |  |
| Learner | Understanding and sharing learning intentions and criteria for success | Activating students as the owners of their own learning                                |  |

Keeping Learning  
on Track <sup>TM</sup>

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## **Outcomes**

- Teachers adapt instruction to meet students' immediate learning needs
- Students are more engaged
- Students support each other and take responsibility for their own learning
- Students act on feedback

Leading to:

**Improved Student Learning**

## **Teacher Quality**

“We live in an era when research tells us that the teacher is the most important factor affecting student achievement – at least the single most important factor that we can do much about.”

*Classroom Management That Works*, Robert J. Marzano, ASCD, 2003, p. 1.

## Teacher Quality

**“A caring, competent, and qualified teacher for every child is the most important ingredient in education reform and, we believe, the most frequently overlooked.**

**Furthermore, to be effective, such teachers must work in schools and school systems that are well designed to achieve their key academic mission and to support student learning.”**

*What Matters Most: Teaching for America's Future*  
Report of the National Commission on Teaching and America's Future, September 1996.

**“Throughout our ten year study, whenever we found an effective school or an effective department within a school, without exception that school or department has been part of a collaborative professional learning community.”**

Milbrey McLaughlin

**“You cannot have students as continuous learners and effective collaborators, without teachers having the same characteristics.”**

Michael Fullan, *Change Forces: Probing the depths of educational reform*, p. 46

## **USING TEACHER LEARNING COMMUNITIES**

- They grow expertise by providing a regular space, time, and structure for systemic reflecting on practice to improve student performance.
- They facilitate sharing of untapped expertise residing in individual teachers.
- They build the collective knowledge base in a school.

## **TLC Potential**

- TLCs contradict teacher isolation, a major cause of teacher turnover.
- TLCs re-professionalize teaching by valuing teacher expertise.
- TLCs deprivatize teaching so that teachers' strengths and struggles become known.
- TLCs offer a steady source of support for struggling teachers.

The traditional school often functions as a collection of independent contractors united by a common parking lot.



**The primary aim of  
education is not to enable  
students to do well in school,  
but to help them do well in  
the lives they lead outside of  
school.**

Ray McNulty, ICLE